DOCUMENT RESUME

ED 065 485 24 SP 005 812

AUTHOR Reed, Elizabeth C.
TITLE Development of a Competency Based Teacher Education Program at Tennessee State University. Final Report.
INSTITUTION Tennessee State Univ., Nashville.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO BR-9-8043
PUB DATE Dec 71
GRANT OEG-0-9-528043-4322(010)
NOTE 47p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Educational Innovation; Educational Programs; *Inservice Teacher Education; *Performance Based Teacher Education; *Performance Criteria; Task Performance; *Teacher Education

ABSTRACT

This report reviews the accomplishments of the Competency Based Teacher Education Program at Tennessee State University from September 15, 1971 to December 17, 1971. It presents the procedures and the extent to which the recommendations of the feasibility study and the projections in the progress report have been implemented. Reports of the self-directed, liberal arts, teaching theory and practice components, and the evaluation committee are also presented. Each report considers these aspects of the component--goals, implementation, problems, and projections. Assessment of the progress of the total program for its brief period of operation was impossible. However, recommendations were based on conclusions reached after having observed the various committees at work and having engaged in discussions that delineated the strengths and weaknesses of the organizational structure. Ten recommendations were suggested concerning commitment, proficiency in skills, stronger incentives, model behavior, establishing and maintaining sub-systems, purchasing the materials necessary to accomplish the aims of the program, communication channels, clerical assistance, consultative personnel, and inclusion of the Director of the University Computer Center in the program steering committee. Appendixes are included. (MJM)

ED 065485

BR 9-8043
PA 24

NCERD
SP

# FINAL REPORT

PROJECT NO. 9-8043
GRANT NO. OEG 0-9-528043-4322 (010)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

## Development of a Competency Based Teacher Education Program

at

**TENNESSEE STATE UNIVERSITY**

ELIZABETH C. REED, Principal Investigator
Tennessee State University
Nashville, Tennessee 37203

*December 31, 1971*

U.S. DEPARTMENT OF
**HEALTH, EDUCATION AND WELFARE**

Office of Education
Bureau of Research

SP 005 812

TABLE OF CONTENTS


| | Page |
|---|---|
| SUMMARY | 1 |
| CHAPTER I | |
| Introduction | 3 |
| CHAPTER II | |
| Implementation of the Recommendations In the Feasibility Report of 1970 | 5 |
| CHAPTER III | |
| Individual Reports of the Accomplishments of the Component Groups | 11 |
| CONCLUSIONS | 29 |
| APPENDIX A | |
| APPENDIX B | |

## SUMMARY

Competency Based Teacher Education is an attempt to move away from many of the constraints of teacher education programs existing today.

Consideration of the on going program at Tennessee State University was begun during the 1969-70 academic year under Dr. Jerry Crosby who conducted a feasibility study in which the elementary education professional staff and administrators participated.

It was decided that of the nine teacher education models studied the program at Tennessee State could best be adapted to the Syracuse University model. As a result of this study, thirteen recommendations for implementing the Syracuse model were submitted in the final report.

In the fall quarter of 1970 a new project director was appointed to succeed the original director who had joined another university faculty. Due to illness for an extended period the project was without leadership until August 6, 1971. Under the leadership of the present director a Progress Report which included projections for a four year model to be initiated in the fall quarter of 1971-72 was submitted to the U. S. Office of Education. Later the Progress Report was disseminated to consortium schools and to administrators at Tennessee State University.

This report, then, addresses itself to accomplishments from September 15, 1971 to December 17, 1971. It attempts to present the procedures and the extent to which the recommendations of the Feasibility Study and the projections in the Progress Report have been implemented.

Since it is impossible to assess the progress of the total program for this brief period of the operation, the subsequent recommendations are based on conclusions reached after having observed the various committes at work and having engaged in discussions that delineated the strengths and weaknesses of the organizational structure as the program evolves:

1. First and most important is the need for a greater commitment on the part of the professional staff to the task at hand.

2. In order for the professional staff to gain proficiency in the skills that are needed to effect desired results, intensive inservice training must be instituted.

3. At this point in time it seems evident that stronger incentives must be offered the professional staff in order to insure total commitment and participation.

4. Model behavior, that is using the kinds of techniques and philosophical framework inherent in the program itself, should be exemplified by those who are commited.

5. The committees concerned with the Organization Support System must seriously consider ways and means of establishing and maintaining sub-systems that will facilitate internal and external cooperation.

6. Priority should be given the request to purchase the hardware necessary to accomplish the aims of the program.

7. Communication channels must be kept open between the program participants (staff and students) and the other segments of the university.

8. Clerical assistance should be made available to the committees and project director. Such assistance would be on a part time basis (approximately four hours daily) and available only to the aforementioned personnel.

9. The use of consultative personnel needs to be increased. Such personnel would conduct workshops that actively involved the staff,and hopefully, administrators.

10. The Director of the University Computer Center should be included in the steering committee in order that consideration of scheduling (based on the self-pacing aspect of the program) may be approached from the grass roots level.

# Chapter I

## INTRODUCTION

The Competency Based Teacher Education Program at Tennessee State University is an adaptation of the Syracuse University model.

Six principal assumptions upon which the model is based are:[1]

1. That from a pluralistic open dialogue involving students, teachers and researchers, hypothesis can be generated and tested that may tighten the circle around those ideas, activities, artifacts and people that would constitute a more ideal teacher education program than many of us currently work with.

2. That since we do not know what form the future world, its societies and institutions will take, or how the children of such a society should be educated, that teachers today must be educated to be continually self-renewing as they adapt to and play a major role in shaping the changes that seem certain in the future world of education.

3. That the Model Program can continue to be relevant to the changing world in which it will "live" only if it has a built-in intention, action, feedback structure for processing ideas, generating hypothesis and data regarding the system qua system and the system in relationship to the changing world in which it will exist.

4. That the development of self-renewing teachers can only be accomplished by a program for the education of teachers that is a self-renewing program staffed by self-renewing teacher educators. This assumes continuing inservice education for the professional staff of the program.

5. That providing a program that recognizes and accommodates the unequal differences in humans is one way of self-directed self-renewing teachers.

1. Summary of the Syracuse University Final Report, October 1968

6. That the optimum functioning of the Model Program is dependent upon a condition of proto-cooperation that involves teacher education institutions, public schools and the designers and developers of educational materials working together in new ways.

## Chapter II

## IMPLEMENTATION OF THE RECOMMENDATIONS IN THE FEASIBILITY REPORT OF 1970

Guidelines for the development of the Tennessee State University program were established in the recommendations for implementation stated in Part I of the Feasibility Study, June 1970.

Below is an explanation of developmental procedures used, identification of their strengths and weaknesses and suggestions for further courses of action:

1. That the university embark upon an action program for the next year designed to modularize, individualize and self-pace certain individual experiences for pre-service teachers to include all elementary methods courses (teaching arithmetic, teaching of language arts, teaching the social studies and teaching reading), Foundations of Education, Early Childhood Education, Curriculum Development and Student Teaching.

An experimental approach is being used at Tennessee State University. In reality it is a pilot program. Therefore, the university, per se, is not totally involved.

In the Progress Report of July, 1971, a four year model was projected. It is university wide in scope with most required course work selected from the School of Education and the School of Arts and Sciences. The model is now in operation for fifty randomly sampled freshmen who have completed the first quarter of the program. (See the report of the Evaluation Committee, page 22 ).

These fifty students who are engaged in the liberal arts phase of their program receive comprehensive advisement from specially selected advisors who work closely with committee members of the self-directed component. (See report of the Self-Directed Component, page 12 ),

It is apparent that efforts are being made to construct modules designed to develop desired competencies in each of the course offerings listed in the above recommendation. Sample models, such as those published by the University of Georgia at Athens and those developed by affiliates of the Ten Southern Colleges Consortium,

have been made available for study and use. However, at this point, it is obvious that the professional staff and administrators could gain in proficiency from intensive inservice training.

Stronger incentives, such as stipends, professional growth, recognition and/or released time could engender the necessary motivation and enthusiasm.

2. That the university consider the establishment of a simulation laboratory to use, practice and try out instructional materials.

3. That the university purchase and use video equipment to follow the student teacher into the real classroom for taping to be used for analyzing purposes.

This is an important recommendation, and until it becomes a reality, it will be difficult to assess student performance. Process and performance are the core of a competency based program.

Realizing the importance of this need, a committee comprised of the Dean of the School of Education, the Director of Audio-Visual Media, and the Project Director conferred with representatives of a local, reputable firm and devised a plan for complete renovation of the second floor of Clay Hall where the Curriculum Laboratory and the Audio-Visual Department are housed. The plan was designed to provide adequate space and equipment necessary to begin a learning resource center.

Cost data were supplied and the entire plan was presented to the university president. It was incorporated in the capital outlay of the proposed 1972-73 budget.

Additional personnel including media specialists and technicians and a full time curriculum laboratory supervisor are being considered.

4. That greater cooperation of efforts (proto-cooperation) with other agencies such as the local school system and the regional laboratory should be investigated. Already agreements have been made to develop joint programs with the local school system to train paraprofessionals in the New Careers Opportunities Program and the training of educational leaders. Further exploration will be needed as to the joint training of elementary teachers.

In addition to the New Careers Opportunities Program which uses a Tennessee State University faculty member as one of its coordinators, the teacher education program is also involved in:

a) Teacher Education Alliance for Metro
A Triple T program designed to enrich the student teaching experience through greater community involvement.

b) Seventh Cycle Teacher Corps Program
A program designed for graduate students which endorses the philosophy of competency based teacher education.

A majority of the student teachers from Tennessee State University have used the Metropolitan Nashville Public Schools as a laboratory. The esprit de corps existing between the School of Education and the administrative staff of the public schools is of long standing. When the first formally stated policies for student teaching were established, the Dean of the School of Education and the Coordinator of Student Teaching were among the formulators.

Outstanding programs in the Metropolitan School system have utilized the student teachers from Tennessee State University. Among these schools are a few that have received national and international recognition such as Apollo Junior High, Brookmeade, Warner Elementary and the Cora Howe Elementary School which uses the cluster concept. (See description of the student teaching program at Cora Howe Elementary School in Appendix B ). Principals and supervising teachers alike have shared in the development of the student teaching program through planned conferences, formal study at Tennessee State University and joint supervision with university supervisors.

On January 12, 1972 a "Partners in Education" workshop-dinner meeting is planned for the purpose of exchanging ideas and plans with representatives of local community agencies, educational organizations and the public school system. The main objective is to create an atmosphere conducive to mutual respect and involvement and to establish a forum from which proto-cooperation will emerge.

5. That the Self-Directed Component should be instituted to provide greater feedback from students.

6. That task-oriented sensitivity training should be added in the near future.

(See the report on the Self-Directed Component in the Progress Report of July 1971 and on page 12 of this report).

7. That greater efforts should be made to include more liberal arts people in the direct-decision making process of the teacher education program.

In order to involve the liberal arts faculty in the program development, concrete steps were taken. Because it is safe to assume that tantamount to the success of any program is an awareness of its purpose and an involvement in its development, the project director held individual conferences with twenty-two department heads. The conferences provided opportunity to explain the philosophy and objectives of the program and to engage in dialogue that would logically produce ideas for joint decision making.

After contacting selected members from their respective faculties each department head submitted the names of those who expressed a willingness to work in the program.

Serving as chairman of the Liberal Arts Component is a member of the liberal arts faculty. Included on this committee are the Deans of the Schools of Education and Arts and Sciences. During the fall quarter this group has worked to establish policies which will determine the role of the liberal arts in effecting the projected model. A few modifications have occurred which are presented in this report in Chapter III. (See the report of the Liberal Arts Component).

8. That more opportunities should be provided whereas prospective teachers can self-evaluate and analyze their own skills in terms of strengths and weaknesses.

If the Self-Directed Component is successful in achieving its goals, if student advisement is adequate and when micro teaching, simulation and on site video taping are used extensively, it is believed ample opportunities for self-analysis will be provided.

9. That whether the university wishes or not it has no choice but to consider a systems approach with a well developed network of sub-systems, for its teacher education program, particularly in terms of the overall organization, communication channels, use of personnel, use of space, use of hardware and use of software.

There are advantages in the application of systems procedures and management technology to education. The strong points of a systems approach are efficiency of resource allocation, more precise

measurement of objectives and performance. These factors have always been a part of the structure of traditional programs but without the tight controls utilized in military and industrial complexes.

The systems approach involves analysis, evaluation and synthesis of sub-systems. As long as this procedure can be used without dehumanizing the instructional staff and the students who are taught, its effectiveness is much more than an economic gain. For it is difficult to make possible the degree of individualization characteristic of a competency based teacher education program through other means.

The self-pacing aspect of the program to be comprehensively used in the professional sequence will call for the kind of scheduling that will demand the expertise of a computer programmer. It is suggested that the director of the Computer Center at Tennessee State University be included on the team of the Support System.

In order to use this approach in the scientific manner prescribed, the evaluation of the effectiveness of the instructional program will utilize the expertise of personnel trained in psychology, guidance and tests and measurements. Therefore, a team, headed by the Director of Testing and Counseling, comprised of colleagues from the Psychology Department, is responsible for the continual assessment of the program as it evolves.

Constant revision of the program will proceed as the needs are indicated. (See the report of the Evaluation Committee on page 22 ).

In terms of organization and use of personnel within the department, it is apparent that in spite of the moral support given to the personnel working at the grass roots level of the project, administrators are so heavily burdened with the procedural aspects of administering the school and department that they cannot effectively participate at the grass roots level of a developing project. Perhaps they should not be expected to do so; however, in its embryonic stage (the most difficult period) those persons charged with the responsibility of facilitating the desired changes should be provided with more tangible remuneration, either monetarily or with full time clerical help since much of the work is administrative in nature.

Availability of funds through the Consortium have made it possible to purchase a substantial amount of instructional materials as requested by the professional staff and project director,but as

has been stated elsewhere in this report, the need for portable video taping equipment, fully equipped study carrels, micro filming facilities and adequate space for housing such is crucial. Priority should be given this request; for use of these facilities will enhance the quality of learning throughout the university.

Additional personnel is being considered; however, selection of personnel who already have the needed expertise or who are willing to acquire it should determine final choices of personnel for this specific program.

Historically, college faculties have enjoyed an autonomy and prerogative that the introduction of innovatice programs may threaten. When the staff feels threatened to this degree, retraining becomes an absolute demand. Serious commitment and objectivity should be reflected in the posture assumed by an innovator. Model behavior, that is, teaching in the manner prescribed by trainers of teachers, is also a factor to be considered In other words, lectures should serve as vehicles for motivating students rather than as sources of critical information. Unless this kind of positive attitude is adopted, the program may meet with more resistance than the innovators have considered.

Consultative services are needed, and hopefully, the Consortium will begin to provide such services during the 1972-73 academic year or extend the budget to cover expenditures incurred by such provision.

## Chapter III

## INDIVIDUAL REPORTS OF THE ACCOMPLISHMENTS OF THE COMPONENT GROUPS

Reports of the Self-Directed, Liberal Arts, Teaching Theory and Practice Components and the Evaluation Committee are presented in this chapter. Each report considers these aspects of the component - Goals, Implementation, Problems and Projections.

## THE PURPOSE AND FUNCTIONS OF THE SELF-DIRECTED COMPONENT

1. WHAT IS THE PURPOSE OF THE COMPONENT?

   It is concerned specifically with providing fifty selected freshmen students with opportunities to engage in experiences that are designed to strengthen personal weaknesses, to diminish feelings of insecurity, to function satisfactorily in group situations, to develop mature attitudes, to develop the ability to solve personal problems and to build a more positive concept of ones' self.

2. HOW HAVE ADVISORS BEEN SELECTED?

   Advisors have been selected by the heads of the respective departments. In some instances selections were made with the C.B.T.E.P. in mind; others followed a plan of assignment already in operation.

3. IN WHAT WAYS WILL THE ADVISEMENT DIFFER FROM REGULAR ACADEMIC ADVISEMENT?

   Advisors are concerned to some degree with the academic performance of the student especially in assisting with the selection of sections of courses being taught by persons directly working with the C.B.T.E.P. They are capable of establishing a foundation of trust and respect. It is desirable that advisors possess personalities that complement the personality of the advisee or who show willingness to assume a flexible attitude toward such differences that may become evident; they will be patient, understanding, capable of establishing rapport with students and understand fully the philosophy upon which the C.B.T.E.P. is based.

4. WHAT IS THE SCOPE OF THE ACTIVITIES TO BE ENCOUNTERED?

   This is indeterminable; however, it is suggested that most of the proposed activities will assume the effective concerns of students. Basically, it is what the student feels he needs as an individual in order to comfortably survive in his immediate setting. When a student feels insecure about his academic performance, then it is the advisor who may find it feasible to suggest tutoring services. Unlike a learning activity developed in an instructional setting, the student determines the competency level satisfying to him rather than a level prescribed by an instructor. Objectives are more expressive than instructional.

5. ARE THE ABOVE TYPES OF EXPERIENCES THE LIMIT OF ACTIVITIES TO BE PURSUED?

No. Student activities may include group situations such as rap sessions discussing college life, the C.B.T.E.P, engaging in encounter group sessions and other kinds of involvement as the needs demand.

6. IF AT ALL, WHEN DOES THE ADVISOR BEGIN TO HELP THE STUDENT IDENTIFY HER/HIS LEARNING STYLES OR PREFERENCES?

When the student indicates satisfaction with his personal achievement; when he exhibits increasing independence from family and community origin and indicates a feeling of security the advisor should help with this identification. Then planned visits of public schools, films, filmstrips, and visiting lecturers may be provided for all or to those students who share common interests in phases of teacher education.

7. HOW ARE RECORDS TO BE MAINTAINED?

In order to evaluate the results of this experimental program, it is imperative that written records be kept, that a minimum number of student-sponsor contacts be made and that student-sponsor joint evaluation be made of the results the activities pursued.

8. IS THERE A SUGGESTED FORM AVAILABLE?

Yes. It is not mandatory that this form be followed, however, if the group develops another form, all advisors will use the same form which will be provided according to specification. (See attached form)

9. WILL THERE BE A SPECIAL TRIAL SCHEDULE FORM AVAILABLE?

Yes. These will be the same as those used by the university except they will be pink or yellow and Compentency Based Teacher Education Program appears at the top of each page. These are made in quadruplet by the advisee who keeps one copy. The advisor keeps one copy, the department head and the project director also are sent a copy.

10. WHAT WILL ADVISORS BE CONCERNED WITH DURING THE C.B.T.E. PARTICIPANTS SOPHOMORE YEAR?

He will assist with planning his academic program; read and

discuss his reports of his public school participation which is pursued under the direction of the liberal arts professor in charge. He will discuss university wide tests that are required during this period.

11. WHAT TRENDS IN ADVISEMENT ARE PROJECTED DURING THE JUNIOR YEAR?

A close cooperation between the teacher education council representative from the department and the advisor is suggested. Information acquired during the previous year may help to solve some general and personal problems encountered as the student enters the professional sequence of his teacher preparation.

12. WHAT RELATIONSHIPS SHOULD BE EXPECTED AND/OR CULTIVATED AMONG C.B.T.E. ADVISORS?

It is desirable for advisors to share on an individual, small or large group basis those ideas that will help an advisor perform at an optimum level. Particularly significant will be the sharing of activities developed, cooperative consultants and informative bibliographies.

NOTE:

Beginning with the winter quarter, the advisors and members of the Self-Directed Component will participate in training sessions under the direction of a psychology professor who is strongly prepared in the area of group dynamics. These experiences, hopefully, will help the participants to become better facilitators.

NAME_____ DEPARTMENT_____

TASK

Activity 1

Activity 2

Activity 3

Student Reactions:

Dissatisfied and will continue _____

Dissatisfied and will terminate activity _____

Reasonably satisfied _____

Satisfied _____

Advisors Comments:

Signature_____

## INTERIM REPORT OF THE LIBERAL ARTS COMPONENT OF THE C.B.T.E.P.

The goals of this component will be listed and a statement made as to the degree to which each of these objectives is being attained.

1. One of the functions of the Liberal Arts Component is to design and develop experience modules for individualized growth.

   Not much has been done to achieve this goal. If the decision had been made to channel the fifty participants through the conventionally-taught freshman courses, more would have been done to develop appropriate experience modules to be included in such courses. However, a decision was made to achieve what would have been sought through experience modules via the Thirteen Colleges Curriculum Program.

2. A second function of this component is to design or select from appropriate models a questionnaire to be used by advisors during initial conferences for the purpose of guiding the student in his selection of an experience program, should be so desire.

   A questionnaire to be used as a basis for advising students in the choice of experience modules is in the process of being developed. The use of the questionnaire for such advisement would be optional with the student.

3. Thirdly, the Liberal Arts Component has the responsibility of designing and developing group experiences in which a student may participate, thereby extending his individual experience program; or for use by free group choices. Such experiences might include: encounter group sessions, community action experiences, rap sessions, group counseling sessions, student-initiated colloquia.

4. Each participant in the C.B.T.E.P. is to have one continuous experience within the subject matter areas of each of the General Academic Core divisions: Humanities, Social Sciences and Natural Sciences. A minimum duration of one quarter would be expected.

At a meeting of the Steering Committee of the Liberal Arts Component, is was decided that the fifty students who are participating in the program would take the following courses with the Thirteen Colleges Curriculum Program. At a later meeting of the entire Liberal Arts Component, this decision was endorsed by the entire group.

1 quarter of Mathematics (Math 111)
3 quarters of English (English 101-2-3)
3 quarters of Natural Science (Natural Science 121-2-3)

Because of the University's requirement in social science for the Bachelor's Degree is rigid and different from that required in the Thirteen Colleges Curriculum Program, it was agreed that the fifty participants in the Program would take American History or American Political Science in a conventionally taught class (as these are the only classes available in these fields). However, if a secion of American History (History 201) or American Political Science (Political Science 201) is found in which innovative (inductive, interdisciplinary) methods are used, an attempt will be made to enroll as many of the fifty participants in such a class as possible.

5. It is desirable that each of the fifty participants have at least one course with professors who are involved in programs that utilize the interdisciplinary approach to teaching such as in the Thirteen Colleges Curriculum Program.

Same as above.

6. Another function of this component is to select qualified tutors from the upper divisions or from departmental honor societies. Tutors would be made available to students experiencing academic difficulties.

This has been done in some areas. This goal will be implemented to a greater degree at the beginning of the winter quarter. Departments heads are likely to agree to allow Work-Aid and/or Work-Study students as well as other qualified students to assist in the tutoring program.

Calvin King
Professor of Mathematics

A Brief Description of the Thirteen Colleges Curriculum Program

This program is an innovation program (financed in part by the Federal Government) which was originally put into operation in thirteen colleges. Some of its features which lend themselves to the goals of the Competency Based Teacher Education Program are:

1. The use of the discovery method, which involves greater student participation, encourages original thinking and free expression of ideas on the part of the student.

2. The use of smaller classes, making possible individualized instruction.

3. Less structure in the offering of courses. Objectives of and topics to be covered in a particular course are less rigidly set than in conventionally-taught courses.

4. The relation of what is taught to the real, everyday world is given greater emphasis. The relationship between different subject matter fields is constantly delineated by use of the interdisciplinary approach to teaching.

5. The use of physical objects in teaching concepts in various disciplines whenever possible tends to make the learning more meaningful.

NOTE: Goals 2 and 3 have been developed to some degree by the Self-Directed Component Committee. This responsibility was assumed in order to provide time for the Liberal Arts Component to concentrate on goal 4 which will begin in the spring quarter.

## TEACHING THEORY AND PRACTICE COMPONENT-PERFORMANCE BASED TEACHER EDUCATION PROGRAM AT TENNESSEE STATE UNIVERSITY

### Goals

The goals of the Teaching Theory and Practice Component for the 1971-72 academic year were as follows:

To develop and utilize a modified team approach for teaching all methods courses for Elementary and Secondary Education majors. For the first twelve class periods all students enrolled in methods courses were to attend the same class. One section was to be offered for elementary majors only and the other for secondary majors.

Some of the topics to be explored during this modified team approach included: (1) Writing Behavioral Objectives (2) Interaction Analysis (3) Observation Instruments and Techniques (4) Individualized Instruction (5) The Inquiry Method of Teaching (6) Variations of Team Teaching and (7) Discipline and Motiviation.

Each topic was to have been organized and taught by one or more methods teachers. While students were being instructed in the general aspects of teaching procedures, the remaining methods teachers were to: (1) observe in at least five different situations within the public schools, (2) meet in groups and discuss the results of their observations and contacts, (3) develop plans for teaching their respective disciplines.

At the end of the twelve class periods, teachers and students were to begin their in depth studies of methods of teaching special disciplines. Students were to observe in public school for two days and attend classes for three days each week.

### Methodology for Attaining Goals

In order to ascertain the willingness of those departments with Teacher Education Programs to cooperate in the venture to develop a modified team approach for their methods courses, a survey sheet was sent to each department head to determine if that department would or would not schedule its methods class at the 11:00 o'clock hour on Mondays, Wednesdays, and Fridays during the winter quarter. The majority of departments responded that they would so schedule their classes. Two of the departments responded that they would not schedule their methods classes at the 11:00 o'clock hour, but sent a letter explaining circumstances involving staff utiliza-

tion and conflicts with other course offerings. They indicated, however, that they would be interested and willing to cooperate as soon as the stated problems could be solved.

With this information at hand, the committee began formulating plans to implement a modified team approach to teaching the methods courses during the winter quarter of 1972.

The following topics were decided upon for the initial development of the teaching aspect of the program: (1) Goals, Aims, Objectives, (2) Observation Instruments, (3) Human Relations in the Classroom, (4) Design and Development of Assessment Procedures, and (5) Audiovisual Media.

Methods teachers and committee members accepted responsibility for assembling and developing resources for presentations on each of the above topics. The following time distribution was allotted for each topic:

Goals, Aims, and Objectives was combined with observation instruments for two 50 minute class sessions; Human Relations in the Classroom - two 50 minute class sessions; Design and Development of Assessment Procedures - two 50 minute class sessions; Audiovisual Media - one 50 minute class session; one 50 minute class session was devoted to a summary session to reinforce the interrelationships between all previous sessions.

## Results

The original goal was to have included twelve class periods for development of and instruction in certain commonalities of topics for any teaching situation. However, because of the relative shortness of the winter quarter, it was decided to limit the initial modified team approach to eight sessions.

It is noteworthy that most departments did not offer their methods course during the winter quarter. With the exception of the two departments which had scheduling difficulty, only the elementary education and science methods classes were available for participation.

At the time of this report, the winter quarter is still in progress and no information is available for evaluative purposes for this phase of the program.

## Projections

During the spring quarter of 1972, the Teaching Theory and Practice Component will devote considerable effort to refining and expanding the present topics. Special attention will also be given to the possibility of combining efforts with the Methods and Curriculum Component in developing learning modules. Also during the spring quarter more attention will be given to implementing a schedule for methods teachers to begin the observational phase in the public school system.

It is anticipated that by September, 1972 the observational phase for students in conjunction with the methods classes can be operational.

Berry Hempstead
Coordinator of Student Teaching

# REPORT OF THE EVALUATION COMMITTEE OF THE COMPETENCY BASED TEACHER EDUCATION PROGRAM

## Purpose

This Committee's objective is to provide a systematic and objective evaluation of students' characteristics as they relate to the Competency Based Teacher Education Program. Characteristics will be measured on two dimensions: the first is to determine whether students involved in the program are progressing academically; the second is to determine whether the students have gained confidence in their abilities to function at the affective level.

## Methodology

The experimental period has been designated as the winter quarter, 1971-72. Pre and post-testing procedures will be followed in evaluating the students on the two dimensions indicated.

From a list of freshman enrollees in the Student Teaching Field, (list provided by the Director of C.B.T.E.P.) twenty-five students were randomly selected from Elementary Education, and twenty-five from Secondary Education. The total of fifty students were to comprise the sample for the pilot study; however, unfortunate circumstances resulted in only twenty-nine students participating at this writing.

Near the end of the fall quarter, the twenty-nine subjects were administered the Student Counseling Guide, an instrument developed by the Center for Research and Development in Higher Education, University of California at Berkeley. The Counseling Guide provides information relative to the student's concept of himself and others; and his attitudes about study skills and practices. Responses on the Guide will be scored and analyzed by CRDHE.

## Projections

At the beginning of the winter quarter, the subjects will be pre-tested with the C.T.B.S. Language and Reading Tests. These instruments, along with the Counseling Guide, will again be administered to the sample at the end of the winter quarter to determine growth and progress on the affective and cognitive levels.

Lucy Wilson
Director of Counseling & Testi

A PROGRESS REPORT FOR
THE DEVELOPMENT OF A COMPETENCY
BASED MODEL FOR THE KINDERGARTEN
PROGRAM AT TENNESSEE STATE UNIVERSITY

## THEORETICAL RATIONALE (GENERAL PHILOSOPHY) IMPLEMENTED IN THE EDUCATIONAL CENTER OF THE AREA OF CHILD DEVELOPMENT HOME ECONOMICS DEPARTMENT AT TENNESSEE STATE UNIVERSITY

The theoretical rationale of any educational program can arise from three sources: (1) Research evidence, (2) Theories of child development, or (3) Philosophical assumptions. The unique curriculum program of the Early Educational Center at Tennessee State University was designed after a thorough evaluation of recent theories of child development and existing research in early childhood education.

The evaluations of existing early childhood programs have produced ambiguous findings regarding kinds of settings best for the full development of preschool children. This is due in part to the lack of well devised instruments sophisticated enough to account for the many variables involved in the measurement of young children. The program at Tennessee State University Educational Center is therefore based on the major theories of Piaget, Erikson and Sears. Piaget's Theory of Development is used as the core theory. Erikson's Theory of Personality Development is incorporated with Piaget's Cognitive Developmental Theory for the purpose of developing the whole child (affective and cognitive). Reinforcement is utilized to promote the desirable characteristics are ignored rather than punished.

Process objectives (learning "how" to learn) are emphasized over product objectives (the "what" one learns). However, product objectives (the "what" one learns) are enhanced through process objectives (learning "how" to learn). When one decides on the selection of goals, he also has to keep in mind cultural expectations; our culture values the product goals. When the child starts to public school, he is expected to achieve academic, language and social skills. He is expected to memorize specifics and feed back to the teacher that which he has memorized. His learning is reinforced by grades, diplomas and credits.

The Kindergarten program for the winter quarter will make the following adjustments based on the findings of the fall quarter:

1. Continuity in learning content will be stressed. The future plan is to develop the subject matter progressively in a more complex and continuous form. The weekly series used the fall quarter will be discontinued. Instead, the topics will not be scheduled with a date sequence, but will progress according to the readiness of the children.

2. Behavioral objectives will be developed for each concept.

3. A test will be developed that will combine the pre-inventory test, Metro reading readiness and behavioral objectives. The findings from these tests will be used to plan individual instructional units for each child enrolled in the program.

4. A Pilot Research Project is planned for the month of January - Subject - Decision Making. Specific behavioral objectives will be written for the development of decision making skills on select children in the program.

5. Learning modules for the Child Development Area are being developed.

(All aspects of the program will be evaluated the first two weeks in January).

Objectives in the following section will be stated separately for discussion purposes otherwise, they are interrelated.

I. Cognitive Objectives

The objective is to facilitate transition from sensory motor state to conceptual thinking.

1. Symbolization
2. Elementary relationships facilitate this transition.

Symbolization is development from sensory-motor to representational thought. Experiences with real objects, actions, events, manipulative experiences, games that the child could construct the whole, imitation make believe sounds, pictures, and art media help form the foundation for future academic skills.

Elementary relationships (learning to see relationships among things and events). Grouping objects, ordering (discriminating different sizes), understanding spatial relations and temporal relations prepare young children for future math concepts.

II. Language Objectives

Use of elaborate language versus restricted language is encouraged.

III. Self-Concept Personality Objectives

Development of trust, autonomy, and initiative are encouraged by teachers' attitude and the environment.

IV. Motor Development Objectives

Large muscle activities such as climbing, jumping, not only are important for health reasons but also in learning spatial concepts.

V. Social and Emotional Objectives

Models are used to call out attention for the release of emotions in acceptable ways and to promote social growth. Feelings and expressions are respected.

Implementation

Curriculum is based on a rich variety of broad experiences. The more general experiences the child receives the less specific training he will need in formal school years. The greater the general experiences the more differentiated the cognitive structures will be.

In the following sections more specific explanations of each teacher's work is illustrated.

VI. Development of appreciation and respect for other people through an increasing awareness of oneself and the others around us. This includes classroom participation as well as Social Studies.

Opportunity to play, eat, rest and enjoy the company of one's peers. Health and safety hints. Home ideas.

Opportunity to play quietly alone.

Development of relationship with teachers and other assisting adults.

The children will handle many different kinds of ideas in situations ranging from free play to structured group times; from small groups to large; from indoors to many places in our neighborhood.

To further exploration this year, we would like to build activities around the spiral of a child's increasing awareness. Concept Units are included in this report. (See Appendix A).

## SEQUENCE OF EVENTS FOR LAB SCHOOL KINDERGARTEN

"It's not the hours and minutes but the sequence of events that we are concerned with."

- Our Philosophy

This is a flexible schedule - we change it daily in an attempt to move toward an open classroom which offers children freedom of choice.

| | | | |
|---|---|---|---|
| 8:00 - 9:00 | Arrival, Welcome, Health Inspection. Put things in lobby. Free play, preferably outdoors with some activity planned. | | |
| 9:00 | Large Group Activity: | Music<br>Story<br>Sharing Time | Unit Discussion<br>Math, Science Activity<br>Movie |
| | Discussion of Plans for the Day<br>Announcements | | Special Guest |
| 9:30 | Small Group Activity: Development of Verbal, Visual, Auditory skills<br>Leave at this time for field trips<br>Snack<br>Clean-up<br>Sign-up for next activity | | |
| 10:15 - 11:00 | Large Muscle Activity - Outside | | |
| | | Physical Development Lab | |
| 11:00 - 11:30 | Planned Select Activity (Note use of Different Rooms) | | |
| | Art Project | | Nature |
| | Creative Dramatics | | Trip to Hadley Park |
| | Creative Music | | Blocks |
| | Film Strips and Records | | Home-Making Center |
| | Puzzles and Games | | Carpentry |
| | Clean-up | | |

| | |
|---|---|
| 11:30 | Handwashing, Bathroom<br>Small Groups for evaluation of the morning<br>Poetry, Story, Record, or Special Project (i.e. Growth Measurement, Nutrition Discussion) or large group (Music, story, film) |
| 12:00 | Lunch<br><br>Record of Children (appetite on lunch slips)<br><br>Emphasis upon conversation |
| 12:30 | Bathroom<br><br>Set up cot, choose a friend to sleep by'<br><br>Select book or toy |
| 12:45 - 1:45 | Rest<br>Light control, Music, Books, Puzzles, Daydream |
| 1:45 - 2:00 | Clean-up cot area<br>Snack |
| 2:00 - 2:30 | Free play, Special Projects<br>Finish Projects<br>Birthday Party or Special Treat Time<br>Prepare to go Home |
| 2:30 | Dismissal |

After school, the teachers will remain to have conferences, clean-up, evaluate, and make plans for the next day.

Ruth McDowell
Coordinator Early Childhood Educatio

## CONCLUSIONS

Since it is impossible to assess the progress of the total program for this brief period of the operation, the subsequent recommendations are based on conclusions reached after having observed the various committees at work and having engaged in discussions that delineated the strengths and weaknesses of the organizational structure as the program evolves:

1. Firat and foremost is the need for a greater commitment on the part of the professional staff to the task at hand.

2. In order for the professional staff to gain proficiency in the skills that are needed to effect desired results, intensive inservice training must be instituted.

3. At this point in time it seems evident that stronger incentives must be offered the professional staff in order to insure total commitment and participation.

4. Model behavior, that is using the kinds of techniques and philosophical framework inherent in the program itself, should be exemplified by those who are commited.

5. The committees concerned with the Organization Support System must seriously consider ways and means of establishing and maintaining sub-systems that will facilitate internal and external cooperation.

6. Priority should be given the request to purchase the hardware necessary to accomplish the aims of the program.

7. Communication channels must be kept open between the program participants (staff and students) and the other segments of the university.

8. Clerical assistance should be made available to the committees and the project director. Such assistance would be on a part time basis (approximately four hours daily) and available only to the aforementioned personnel.

9. The use of consultative personnel needs to be increased. Such personnel would conduct workshops that actively involved the staff and, hopefully, administrators.

10. The Director of the University Computer Center should be included in the steering committee in order that consideration of scheduling (based on the self-pacing aspect of the program) may be approached from the grass roots level.

## APPENDIX A

## KINDERGARTEN OBJECTIVES

We, in Room 105, would like to offer our twenty-odd young individuals a stimulating yet secure environment based upon an experience approach to the world around us. As concepts are the ordering of experiences, and can be studied only by their effects, we observe measurable and non-measurable changes in the classroom. We need constant evaluation of where we've been and where we intend to go with our concepts.

Following the intellectual, physical, social and emotional needs of five-year old children, we plan to offer a rich program of activities under these categories:

1. Vigorous play, emphasizing motor coordination
2. Dramatic play
3. Experience with Living Things and Natural Science
4. Music and Rhythms - Auditory Skills
5. Experience with Stories, Books, Pictures, and other Audio-Visual equipment to develop Language Arts and skills and enhance reading Readiness. Experience with poetry, finger plays, and an introduction to the French and Spanish language.
6. Experience with information, and the clarification of thought through conversation. Matching, Sequences, Numbers, Copying, Shapes, Colors, Letters, and Word Meaning are some main concepts we will be involved with.
7. Creative Art Experiences enhance self-concept through self-expression in media such as art, music and other imaginative curriculum.

## CONCEPT UNITS 1971-1972

These units of study are sides to be used throughout the year in order to present information in an organized manner. The units are flexible; if something of unexpected interest turns up, we will be pleased to rearrange this schedule to meet the new needs. Each unit will attempt to incorporate all the activities mentioned in the other parts of this booklet.

| Fall | Topics for Discussion | Concepts |
|---|---|---|
| Sept. 23 - 24 | "Let's Get Acquainted" | Shapes, Colors, Names, A |
| Sept. 27 - Oct. 1 | "My Scrap Book About Me" | Body, Health Safety, Mea ing |
| Oct. 4 - 8 | "Things to Use at Home" | Mother, Father, Sibling |
| 11- 15 | "Puppets and Emotions" | What do you want to do? |
| 18- 22 | "Everybody Needs A Friend" | Care of Pets |
| 25- 29 | "Music Makes Me Feel Good" | Classical Music |
| Nov. 1 - 5 | "What Happens During Fall?" | Science |
| 8-- 12 | "The Good Earth" | Animals and Foods |
| 15- 19 | "We All Help Each Other" | Community Helpers |
| 22- 27 | "The Original Americans" | Indians |
| 28- Dec. 3 | "Things That Creep, Swim and Fly" | Modes of Transportation |
| Dec. 6 - 11 | "Making Music Come Alive" | Make Instruments, Jazz |
| 13- 17 | "It's Better To Give" | A Look at Different Orig: and Holidays |
| 17- Jan. 3 | Vacation | |

What Happens During Winter?

| | | |
|---|---|---|
| | "The Five Little Senses" | Sense Awareness |
| | "Ways to Keep Warm" | What happens During Winte Eskimos |
| | "It's Really Cold Somewhere" | The Phillipinos, simple Spanish |
| | "Foods we Eat" | Nutrition and Beauty |
| | "It's Not Cold Everywhere" | |
| | "The Forest Animals have a February Party" | Important February Event: |
| | "The Important Days of February" | |
| | "Twinkly Stars and Planets" | |
| | "Early Man" | |

"Aspects of the Physical World"
"Community Buildings"

Vacation

Spring

| | | |
|---|---|---|
| April | "All Different Kinds of Clocks" | Telling Time |
| | "Africa" | |
| | "How Does Your Garden Grow?" | |
| May | "Is It Spring Yet?" | |
| | "Physical Development Week" | |
| | "Newspapers, Television and the Radio" | |
| | "Dams and Waters" | |
| | | T.V.A.Pollution |
| June | "What Happens in Summer?" | |
| | "What Happens in the First Grade?" | |

THE USE OF CONCEPTS AS STEPPING STONES TO A GREATER WORLD UNDERSTANDING

A. What Happens During Fall?

1. Colors
2. Shapes
3. Labels for things in the classroom
4. Names - teachers, children
5. Letters of the Alphabet
6. Numbers
7. Classroom procedure
8. Walks around campus

B. My Scrap Book About Me

1. Measuring and weighing
2. Imprints (foot, hand)
3. My favorite thing - Use of share and tell
4. Dictated Stories
5. Photographs of self and other children in the classroom
6. Talk about things to do
7. Motor skills - Check List
8. Stories - Expressive art work for self-concept
9. Letters
10. Numbers
11. Trip to Park
12. Music

C. Things We Use In The Home

1. Verbal Discussion and Use of A-V Equipment
2. Expressive art work
3. Science - Cooking as done in the home, plants in our yard crom from seeds
4. Numbers - Counting objects in the home, Lotto games
5. Literature - Stories about other peoples homes, dictated stories about the children's own home
6. Music - Dancing
7. Outdoor Activity

D. Everybody Needs A Friend

1. Kings of Pets - 1. Cats and Dogs. 2. Goldfish
   3. Purchase turtle or goldfish
   4. Hamster or Guinea Pig, Rabbit
2. Responsibility for care of Pet: Feeding, housing, comparison of sizes
3. Literature
4. Making Letters - ABCD on large paper coloring

5. Pegboards, Parquetry blocks, collages
6. Use of Musical Instruments

E. Puppets and Emotion - Puppets are the way we feel and Puppets are one way to express these feelings.

1. Kinds of Emotions - Happy, Sad, Excited, Angry, Frightened, Curious, Everyone has feelings
2. Ways we show how we feel - Facial expression, Bodily expressions, Music, Art
3. Story about someone's feelings - Boy Was I Mad! Emphasis - Literature
4. Make Puppets
5. Lesson Use of Puppets - Mrs. Worrell
6. Use of Numbers and letters

OPEN HOUSE (Slides, Booklets, Bulletin Boards)

F. Music Makes Me Feel Good

1. What is Music?
2. Kinds of Music - Classical, jazz, rock, soul, music of other countries
3. Dancing to Music - Creative interpretations to what we heard in music
4. Guest Artist to sing and play
5. Trip to Bandroom to see different kinds of things that make music
6. Children make their own instruments - rhythmic accompaniment to songs

HALLOWEEN

G. What Happens During Fall?

1. Scientific questioning and answering - What are we preparing for?
2. Look at changes in:
    1. Plants
    2. Animals
    3. Human Clothing
    4. Weather
3. Use of Fall Leaves in Art projects : Emphasis on color
4. Different kinds of food we eat during the Fall: Pumpkins, grapes, squash, nuts
5. Sports we enjoy during the Fall: Football, hiking, camping
6. Number concepts through use of calendar
7. Poetry and finger plays which emphasize the concepts of Fall

H. The Good Earth

1. What grows in the Earth
2. A look at the TSU farm
3. What animals live underground - Photos
4. Kinds of Earth - sand, clay, dirt, rocks
5. Changes in the earth - caves, erosion, canyons, mountains, hills
6. We plant some seeds
7. Use of games and arithmetic: building set awareness

I. We All Help Each Other - Miss Allen's Unit

1. Kinds of community helpers: mailman, postman, fireman, policeman, milkman, garageman, Avon lady, doctor, dentist, politician and school team
2. Reasons for community: people need to live together
3. Field trips to increase experience
4. Dress up and dramatize the responsibilities of one particular helper (i.e., play doctor)
5. Music and creative songs with emphasis upon community helpers

J. The Original Americans -(Thanksgiving with emphasis upon Indians)

1. People who lived here before Columbus - Indians
2. How Indians lived: 1. Houses, 2. Clothing, 3. Food, 4. Music (possibly some Indian Dancing)
3. The First Thanksgiving: 1. What white people contributed
   2. What the Indians brought
   3. What people wore (we may dress up)
4. Use of Literature, Art, Music to portray the feelings of the children at this time. Select some, the children select others
5. Expanding the concepts of numbers into fractions (use of parts of kernels of corn, etc.)
6. Invite the parents to come for Thanksgiving party - we will -
   1. Cook some goodies to present
   2. Prepare some songs
   3. Show off our Indianized room

(VACATION)

K. Things That Creep, Swim, and Fly - Ways of Movement

1. Things that creep: Insects, machines for.....Use of A-V equipment
   farm work, babies, reptiles
2. Things that Swim: Boats, fish, underwater animals Blocks
   skin divers Pictures

3. Things that Fly: Airplanes, jets, missles, birds, insects.....
4. The difference between what is alive: What is not (what is mechanical)
5. We take an Imaginary Journey:
   a. Children choose mode of travel
   b. Make transportation
   c. Create a "where" an atmosphere)
   d. Music - perhaps costumes

L. Making vusic Come Alive - Jazz and the Theatre

1. Review of Musical Instruments
2. Talk about actors: make-up, costumes
3. Go to children theater, Dec. 8th to see "Land of the Dragon"

M. It's Better to Give

1. Different Religions: Islam, Judaism, Christianity
2. Visit a Synagogue: Visit a church
3. Talk about differentholidays, with emphasis upon giving
4. Decorate Christmas tree for the animals
5. Use holidays as a theme for art and music
6. Make gifts to take home
7. Party of Friday afternoon

(VACATION)

CONCEPTS TO BE STRESSED DURING WINTER QUARTER IN KINDERGARTEN

II. What Happens During Winter?

A. People Stay Inside

1. Colors (primary to secondary) creative art expression
2. Shapes (identification to use)
3. Gradual progression from identification of numbers to use in games, work sheets, etc., during small group
4. Sensory awareness: things we hear, see, smell, touch and taste during winter - Science experience through projects, i.e. cooking

B. Some Ways to Keep Warm

1. Verbal discussions of what we wear; sensory experiences with different textiles
2. Social awareness through field trips to see how people work together for mutual benefit

3. Use of literature during dictated stories, listening activities such as stories, audio-visual equipment
4. Development of imagination through design and creation of clothes to keep warm and houses
5. Music and Dancing indoors
6. Motor Development through use of: Physical Development Lab
   Gymnasium
   Outdoor equipment every day that weather permits

C. It's Real Cold Somewhere

1. Use of integrated days during introduction, discussion and activities based on Eskimo life
2. Responsibility for care and maintenance of pets that live outdoors (i.e. our rabbits)
3. Ways we show how we feel, as opposed to ways we find other cultures (i.e. Eskimos) express their emotions
   a. Use of Puppets
   b. Socio-dramatic play - dress up
   c. Discussion of musical instruments to express emotions

D. Foods we eat during Winter, as contrast to what Eskimos eat

1. Scientific questioning and answering - why do people rely on their geography?
2. Use of children's freedom in choosing activities i.e.:
   a. Plant seeds to grow indoors
   b. What changes in produce in grocery stores
   c. changes in the earth outside
3. Foods animals eat during the winter - a followup to Fall discussion

E. It Is Not Cold Everywhere

1. Contrast Alaska to Tennessee, then introduce Pacific Island life
   a. Parent involvement - we have some parents who have lived in the Philipines
   b. How does the difference in climates change how people live?
   c. Use of integrated days to tie activities together
2. Imagine a journey to somewhere warm:
   a. mode of transportation
   b. housing
   c. clothing
   d. food
   e. music

3. Introduction to the Spanish Language
   a. Many people in the Philippines speak Spanish
   b. Many people in the U.S.A. speak it too
   c. Simple words and phrases in a new language different from ours
      1. Label the room
      2, Listen to records
      3. Practice
   d, Spanish food - clothing activities
   e. Emphasize counting and letters in English; then compare add to the vocabulary the same in a language that has contributed much to our own.

F. The Important Days of February - More Holiday awareness and simple patriotic emphasis

1. Washington's Birthday
2. Lincoln's Birthday
3. Valentine's Day
4. The forest animals give a February party
   Review of Holidays discussed. An introduction of imaginative ways to celebrate a party.
   a. Use holidays as a theme for art and music
   b. Calendar discussion, based on the Time concept - i.e. wait for a holiday, prepare for it, see it arrive and then remember it.
5. Constant use of concepts begun during Fall through all this quarter

G. Special Kinds of People - These concepts lend themselves to an exciting integration of activities during last weeks of winter

1. Myself - More self awareness
   a. Photo: slides
   b. Mirrors
   c. Discussions
2. Early Man
   a. Dinosaurs
   b. Cave men
   c. Man grows up - Medieval times
3. Modern Man
   a. Modern inventions - review of home appliances
   b. Man shoots for the stars
4. Community Buildings
   a. Tie together previous community helpers unit
   b. Trip to Government buildings downtown; up to L&C tower

CONCEPTS TO BE TAUGHT DURING SPRING QUARTER

III. Telling Time

A. To ensure awareness of what we do different times of the day "Sequences"

B. To learn the parts of the clock and observe its movement inside and out
1. Hour hand
2. Minute hand
3. Numbers
4. Winding stem
5. Case

C. To learn to count in sets of five: to better understand time telling

D. To observe many clocks on walls or in magazines to see the difference in
1. Numbering: Arabic or Roman
2. Shape
3. Sizes
4. Color

E. Famous clocks and their makers (increase power of observation aesthetic appreciation)
1. Big Ben
2. Koo-Koo clock
3. Sun dial
4. Water clock
5. Wrist watch
6. Grandfather clock

IV. The New Africa

A. Africa is a continent very far away.

B. Africa is very rich in natural resources:
1. Gold
2. Diamonds
3. Wild Animals
4. Silver

C. Some Afro-Americans are descendants of Africa.

D. Africans are famous for:
1. Art: coverings, fabrics
2. Music: Percussion and woodwind instruments
Records: Meriam Mekeba
3. Dance: Tribal Dances and costumes

E. Story of Africa's fight for independence

F. Aesthetic appreciation: Visit to Fisk Art Gallery to see art work inspired by Africa

IS IT SPRING YET

A. Nature's signs of Spring: Nature walk, strong winds, showers, budding of trees, flowers

B. Spring is a time for new life and planting.
   1. Animals and their young
   2. Planting flowers and vegetable gardens

C. Learning the parts of plants. A terrarium

D. Emphasis on physical development

HOW NEWS TRAVELS

A. Increase awareness of the daily newspaper. Part of the paper is Headline, Lead story, Advertisements, Sports, Funny paper

B. Becoming observant of news stands, paper boy.

C. The television is a means of communication that can be seen and heard by way of ultraviolet waves.

D. The radio is a means of communication that can be heard.

E. The newspaper, television and radio are used to:
   1. Relay latest happenings
   2. Entertainment
   3. Relaxation
   4. Education

WHAT HAPPENS IN SUMMER

A. Observance of weather changes

B. Summer Activities; vacations, recreation, sports, etc.

## APPENDIX B

## GUIDELINES FOR WORKING WITH STUDENT TEACHERS

The most effective preparation for any occupation, including the education profession, involves the trainee in the performance of special tasks, under supervision, in the actual work setting. The kind of training implied by such an understanding can be effected only within a school that has analyzed its educational tasks and constructed an appropriate differentiation of positions. In such a school, there will exist a constantly developing relationship between the tasks of the student-teacher and of the certified professional educator. Education students placed in the school should be given early responsibility for tasks equal to their abilities. As they learn and grow they will move to positions of increasing responsibility. Senior members of the faculty have the opportunity to use their years of experience to full advantage in supervising beginning instructors.

As a demonstration-teacher education school, Cora Howe has specific obligations to its student teachers. Student teachers assigned to Cora Howe become full-fledged teaching members of each instructional team, with all rights and responsibilities of the regular teacher. However, the certified professional teachers at Cora Howe have the assigned responsibility of helping each student teacher become an effective and efficient professional educator.

RESPONSIBILITIES OF THE PROFESSIONAL TEACHERS INCLUDE:

A. ORIENTATION OF STUDENT TEACHERS

1. Student teachers need orientation to:
   a. philosophy "Where Do I Stand"
   b. standrads
   c. schedules and procedures
   d. planning sheets
   e. observation forms
   f. request forms
   g. school policies
   h. system policies
   i. check lists

Student teachers also need orientation to the children assigned to the team in terms of:

a. background experiences of children
b. present values of parents and children
c. parent expectations of the school and its role
d. attitudes and past experiences of both parents and children in regard to education

(One half of each team planning session during the first two weeks of school shoulc be devoted to this type of orientation).

2. It is important that each student teacher understand the direction the team will take in each area of the curriculum. These directions should be presented in team planning sessions by the coordinating teachers during the first two weeks of school. All professional team teachers should encourage the student teachers to question and make suggestions during these sessions.

3. Each student teacher should be given the opportunity to state the kind of children (taking such things as behavior, present academic achievements, etc., into consideration), he feels he could work with best in the beginning. Each coordinating teacher should make every effort to assign the student teachers (in their area of coordination) to groups of children that will provide successful experiences for both children and student teachers. (Student teachers should be considered first when assigning children to groups).

4. Each coordinating teacher will help the student teachers prepare for their first week of directed teaching by:
   a. spending several days at the beginning of school in more or less self-contained situations. This will allow the student teachers time to build rapport with the pupils before they have them in actual teaching situations. Each student teacher should be assigned to one homebase for this purpose.

   b. giving each student teacher a list of activities that can be used with the students during the first week, the texts and manuals he will be using, and the check-lists provided for his area of coordination.

c. providing some time each day during this self-contained situation, for student teachers to study the materials supplied by the coordinating teacher. While studying the materials, each student teacher should make a list of questions to be presented during the scheduled planning sessions.

B. CONTINUING RESPONSIBILITIES TO STUDENT TEACHERS

1. Once the regular cluster schedule begins, the appropriate coordinating teacher will meet with each student teacher at least once a week for the purpose of:
   a. guiding the student teacher in planning for his groups
   b. discussing with the student teacher the evaluations of his directed teaching groups as he has written on his planning sheets
   c, discussing the observation or observations that the student teacher made of the regular teacher during that period of time
   d. discussing the observation or observations that the teacher made of the student teacher in a directed teaching activity (observation forms will be used for discussions)
   e. planning and evaluating video tape sessions when they have been done

   It is important that each coordinating teacher work with the total team in planning his scheduled time with each student teacher. The scheduled times should be posted and coordinating teachers and student teachers are committed to these conferences. (The music and art teacher will rotate their responsibilities in this area. One week the music teacher will meet with the student teachers and the next week the art teacher will meet, etc.).

2. Coordinating teachers should spend at least one directed teaching session a week in observing each student teacher as he teachs in a coordinators area of speciality.

3. Suggested reading materials and/or special curriculum materials in a coordinator's area of speciality should be provided for the student teachers by that coordinator.

THE RESPONSIBILITIES OF THE STUDENT TEACHERS AT CORA HOWE INCLUDE:

1. Preparing for his daily directed teaching groups.

2. Writing all daily plans on the planning sheets that are provided.

3. Evaluating each directed teaching activity as indicated on planning sheet.

4. Observing at least two Cora Howe teachers a week during a directed teaching activity.

5. Completing the observation form after each observation.

6. Completing an activity card for all those teaching techniques that were found to be particularly successful. These activity cards should be given to the appropriate Coordinating teacher so that they can be filed to share with others.

7. Attending the daily team planning sessions.

8. Attending all the scheduled conferences with the coordinating teacher.

9. Scheduling a video tape session during a directed block of time. Each student teacher should be video taped at least once during his student teaching at Cora Howe. He will plan and evaluate the session with the coordinating teacher of the area that was taped.

10. Participating in all regular activities that are a part of the school program.